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ABSTRACT

This brief two-page policy statement presents the Charleston County (South Carolina) School District Board of Trustees reading policy. It begins by noting that the district will emphasize early literacy development, reading across the content areas, and interventions for struggling readers, and that schools shall be responsible for designing and implementing effective schoolwide reading programs in collaboration with School Governance Councils. The paper concludes with a 10-item list of the school board of trustees "expectations for reading" that address: (1) providing teachers with a curriculum guide which identifies reading competencies; (2) establishing a comprehensive reading program; (3) providing support for students who experience difficulty in reading; (4) providing staff development; (5) making books and other materials available to teachers and students; (6) communicating reading expectations to students; (7) informing parents of their child's reading performance; (8) soliciting the participation of the community; (9) using ongoing strategies to assess students' reading performance; and (10) establishing measurable objectives for the improvement of reading achievement. (RS)

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ED 420 034

Charleston County School District

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STUDENTS

CCSD READING POLICY

POLICY # 6155.4

CCSD REF: 5122.2

The Charleston County School District Board of Trustees recognizes the critical importance of reading as an essential academic skill which all students must acquire to be successful in school and in life. The goal of the District is for all students to become lifelong readers. Students will become independent, strategic readers in the primary grades and will extend these skills at each successive grade level. The District and schools will emphasize early literacy development, reading across the content areas, and interventions for struggling readers.

In collaboration with School Governance Councils, schools shall be responsible for designing and implementing effective schoolwide reading programs which meet their students' needs. The CCSD Board of Trustees Expectations for Reading, along with research and best practice, shall guide this process.

The Superintendent and Board of Trustees shall be responsible for evaluating the District's performance in reading through an annual review of all related data prepared by staff. Each year the Board shall recognize schools, individual teachers, business and community groups, and/or others who make significant contributions to the advancement of reading in the District.

CCSD Board of Trustees Expectations for Reading

1. The District shall provide teachers with a curriculum guide for English/Language Arts in grades K-12 which identifies reading competencies for all students.

2. Each school will establish a comprehensive reading program which ensures effective and consistent reading instruction for all students.

3. The District and schools shall provide the necessary support for all students who experience difficulty in reading.

4. The District and schools shall provide effective staff development for teachers at all grade levels in the teaching of reading.

ADOPTED:

May 11, 1998

OTHER REF:

REVISION HISTORY

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5. The District and schools shall make available to teachers and students books and other materials necessary for the effective teaching and learning of reading.

6. The District and schools shall communicate reading expectations to parents and shall assist parents in supporting effective reading development in the home.

7. Parents shall be informed regularly of their child's performance in reading and shall be given suggestions to strengthen or enhance their child's reading abilities.

8. The District and schools shall actively solicit the participation of the community in appropriate activities which support the development and enhancement of students' reading skills.

9. Schools shall use appropriate on-going strategies to assess students' performance and progress in reading.

10. The District and schools shall annually establish measurable objectives for the improvement of reading achievement as measured on state and national standardized achievement tests.

The Board of Trustees directs staff to develop indicators for each Reading Expectation which define strategies or methods to increase student achievement in reading. The list of indicators shall be reviewed and revised, if necessary, on an annual basis.